



Foster Park Elementary

901 Arthur Blvd.

Union, South Carolina

Grades	PK-4 Elementary School	
Enrollment	535 Students	
Principal	Barbara Palmer	864-429-1737
Superintendent	Dr. David L. Eubanks	864-429-1740
Board Chair	Mrs. Betty J. McMorris	864-427-4149

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Average
2007	Average	Good
2006	Average	Good
2005	Average	Good
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

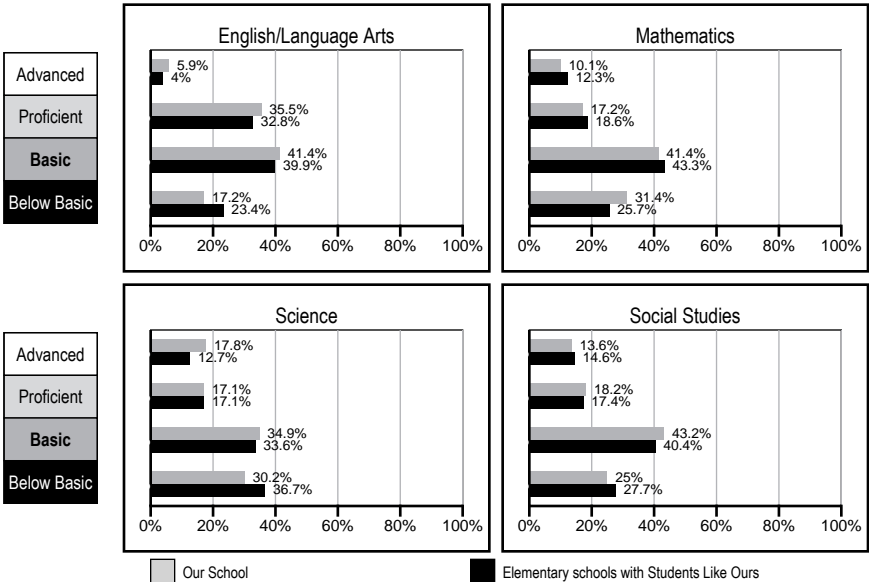
96.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	35	43	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=535)				
First graders who attended full-day kindergarten	100.0%	Up from 98.2%	100.0%	100.0%
Retention rate	5.6%	Up from 3.7%	2.7%	2.3%
Attendance rate	95.7%	Up from 95.6%	96.2%	96.3%
Eligible for gifted and talented	5.3%	Up from 4.6%	9.2%	10.4%
With disabilities other than speech	10.0%	Up from 9.9%	8.8%	7.5%
Older than usual for grade	0.5%	Down from 2.2%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	59.0%	Down from 70.3%	57.1%	56.7%
Continuing contract teachers	79.5%	Down from 83.8%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.5%	Down from 87.1%	87.4%	86.4%
Teacher attendance rate	94.7%	Up from 84.6%	94.7%	94.9%
Average teacher salary	\$44,194	Up 1.6%	\$45,421	\$45,345
Professional development days/teacher	11.3 days	Down from 17.5 days	13.0 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Down from 19.4 to 1	18.5 to 1	18.5 to 1
Prime instructional time	89.5%	Up from 77.6%	89.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil*	\$4,858	Up 1.8%	\$6,982	\$7,052
Percent of expenditures for instruction*	68.4%	Down from 70.3%	68.9%	69.1%
Percent of expenditures for teacher salaries*	66.6%	Down from 68.4%	64.9%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

This year has been a productive year at Foster Park Elementary School. Our school received recertification from SACS (Southern Association of Colleges and Schools). Our school maintained its ABC Arts Status and was able to secure two Artists in Residences. We were fortunate to have a Japanese Artist who shared her artistic abilities, as well as, her culture with the students.

We offered several tutorial and enrichment after school programs this year. We believe in developing the whole child and firmly believe that children thrive in a positive and challenging environment. Our school achieved AYP (Annual Yearly Progress) this year by meeting 19 of our 19 objectives. These objectives included student performance, graduation rate, student attendance, and participation in the state testing program. Our school received a RIF (Reading is Fundamental) grant and as a result, Dollar General provided every student in our school with free books. We exceeded our reading school-wide goal of 25,000 hours. Our school also hosts an Exemplary Writing Contest each nine weeks. Our Positive Behavior Grant funded many of the positive incentives for our staff and students this year. Universal breakfast in the classroom continues to provide our students and staff with a great start to the day. This family style breakfast sets the tone for the day.

Our teachers continue to obtain creative classroom materials by writing and receiving Donor's Choose Grants. Likewise, continued staff development keeps our teachers and staff trained in best practices. Teachers are currently finalizing Pacing Guides, Curriculum Guides (written using the Backward by Design Model), and Math Kits that were piloted this year. Community involvement also plays a large part in the success of Foster Park. Our volunteer hours exceeded 4,000 hours this year. Our students and staff have benefited tremendously by the mentoring efforts of our local churches and community volunteers. Even with our high poverty level, our children became involved in giving back to the community through numerous community projects such as Relay for Life, March of Dimes, St. Judes Math-a-Thon, and Jump Rope for the Heart. Our school won top honors in many of these events. We truly believe that our students, staff, parents, and community are "Building a Family Where Children Soar as Eagles."

Barbara Palmer-Principal
Michelle Alexander-SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	97	61
Percent satisfied with learning environment	92.7%	83.5%	84.7%
Percent satisfied with social and physical environment	97.6%	82.5%	93.2%
Percent satisfied with school-home relations	82.1%	79.2%	83.1%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 16 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	186	99.5	16.5	41.2	35.3	7.1	57.1	38	48.2	Yes	Yes
Gender											
Male	93	98.9	20.5	43.4	32.5	3.6	50.6	31.7	41.7	N/A	N/A
Female	93	100	12.6	39.1	37.9	10.3	63.2	44.4	55	N/A	N/A
Racial/Ethnic Group											
White	108	99.1	8.2	40.2	44.3	7.2	70.1	46.9	60	Yes	Yes
African American	76	100	28.2	43.7	22.5	5.6	38	22.8	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	90.9	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	40	100	40.5	40.5	13.5	5.4	35.1	14.9	16	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	41.7	36.9	I/S	I/S
Socio-Economic Status											
Subsidized meals	144	99.3	20.6	42	32.8	4.6	52.7	30.3	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	186	100	31	40.9	17	11.1	41.5	39.7	45.8	Yes	Yes
Gender											
Male	93	100	29.8	46.4	14.3	9.5	39.3	40.6	45.6	N/A	N/A
Female	93	100	32.2	35.6	19.5	12.6	43.7	38.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	108	100	19.4	48	18.4	14.3	51	48.2	59	Yes	Yes
African American	76	100	47.9	32.4	12.7	7	26.8	25.4	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	90.9	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	40	100	64.9	18.9	5.4	10.8	21.6	13.8	17.1	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	41.7	38.7	I/S	I/S
Socio-Economic Status											
Subsidized meals	144	100	36.4	42.4	12.9	8.3	35.6	31.5	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	141	100	30	34.6	16.9	18.5	35.4	24.4	35.7	95.7	95.4
Gender											
Male	69	100	29	41.9	9.7	19.4	29	26.9	37.4	95.6	95.2
Female	72	100	30.9	27.9	23.5	17.6	41.2	21.9	33.8	96	95.6
Racial/Ethnic Group											
White	84	100	19.7	31.6	23.7	25	48.7	32.2	49.2	95.1	95
African American	56	100	45.3	39.6	7.5	7.5	15.1	12.5	17	96.6	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	96.1	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	95.6	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	87.8	90.5
Disability Status											
Disabled	27	100	60	28	8	4	12	7.7	14	94.8	94
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	96.1	96.3
Socio-Economic Status											
Subsided meals	110	100	34.7	38.6	13.9	12.9	26.7	16.8	21.1	95.5	95

Social Studies

All Students	143	100	24.6	42.5	18.7	14.2	32.8	28.2	34	95.7	95.4
Gender											
Male	74	100	20.3	39.1	23.2	17.4	40.6	31.2	36.6	95.6	95.2
Female	69	100	29.2	46.2	13.8	10.8	24.6	25.1	31.3	96	95.6
Racial/Ethnic Group											
White	81	100	21.3	37.3	22.7	18.7	41.3	34.1	44.5	95.1	95
African American	61	100	29.3	48.3	13.8	8.6	22.4	18.2	19.1	96.6	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	96.1	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	95.6	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	87.8	90.5
Disability Status											
Disabled	32	100	40	33.3	16.7	10	26.7	12.8	14.4	94.8	94
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	96.1	96.3
Socio-Economic Status											
Subsided meals	109	100	28.4	47.1	13.7	10.8	24.5	21.4	21	95.5	95

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	93	100	18.5	39.1	42.4	0	42.4
	4	99	99	15.6	42.7	39.6	2.1	41.7
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	89	98.9	12.8	37.2	37.2	12.8	50
	4	97	100	19.6	44.6	33.7	2.2	35.9
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	93	100	29.3	54.3	9.8	6.5	16.3
	4	99	99	24	45.8	21.9	8.3	30.2
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	89	100	27.8	38	21.5	12.7	34.2
	4	97	100	33.7	43.5	13	9.8	22.8
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	48	100	38.3	48.9	12.8	0	12.8
	4	99	99	42.1	35.8	12.6	9.5	22.1
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	44	100	18.4	42.1	21.1	18.4	39.5
	4	97	100	34.8	31.5	15.2	18.5	33.7
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	45	100	13.3	42.2	33.3	11.1	44.4
	4	99	99	27.4	45.3	15.8	11.6	27.4
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	46	100	14.3	38.1	26.2	21.4	47.6
	4	97	100	29.3	44.6	15.2	10.9	26.1
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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